

ABSTRACT

Exploring the Intersection of Culture, Science and Language in a Rural Science Class

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In an attempt to develop culturally responsive pedagogical strategies in a rural secondary science class in Trinidad and Tobago, this study examined students' language and explored how this language could be used to engage students and help them bridge the gap with discourse in school science. The intervention involved designing and using lessons that incorporated students' language and used teaching strategies designed to facilitate cultural border crossing. Data were collected through interviews with the 16 students of a Form 4 class, as well as through audio recordings, observations and document analysis. The findings indicated that the use of the students' language promoted student engagement, and showed promise as an instructional tool within a school science context.

Keywords: Customs and traditions; Science education; Rural schools; Cultural factors; Student attitudes; Secondary school students; Teacher attitudes; Secondary school teachers; Language usage; Teaching techniques; Trinidad and Tobago